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ABSTRACT

GRADES OR AGES: High school. SUBJECT MATTER: Social studies, comparative government. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into nine units, each with introductory material including general objectives, skills, and attitudes, and with the main material set out in three columns--objectives, activities, and instructional resources. There are also bibliographies of basic books and non-print materials and an appendix giving an in-depth comparative study of Latin America. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: General and detailed objectives and activities are listed for each unit. INSTRUCTIONAL MATERIALS: References for each unit are included in the column on instructional resources. Full citations are given in the bibliography. Tapes, transparencies, slides, and records are also listed. STUDENT ASSESSMENT: Techniques for evaluation by student self-evaluation, teacher-student conference, and teacher observation and evaluation are set out in the introductory material. (MBM)

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BLOOMINGTON PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT NO. 271  
BLOOMINGTON, MINNESOTA

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A PROGRAM FOR HIGH SCHOOL SOCIAL STUDIES  
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## Foreword

This guide is a suggested approach for comparative political systems. It is very flexible and can be used in many ways. It is the author's feeling that any approach which follows the outline--Theory→ Application → Specific examples → Review (practice) → Use (model development - hypothesis and test)--would be very acceptable.

The guide can be expanded or contracted as much as is necessary to suit the individual teacher's purpose. Units I and II should be the starting point, Units VIII and IX the culmination. The units in between can be taken in any order and duration or remodeled to suit specific purposes.

This is but one way of approaching the task.

## TABLE OF CONTENTS

	PAGE
Foreword . . . . .	iii
Bloomington School Philosophy. . . . .	vi
Techniques for Evaluating Objectives . . . . .	vii
UNIT I - Government - Why and What . . . . .	1
UNIT II - Theory Applied to Areas of Governmental Concern .	7
UNIT III - Comparative Study, United States and U.S.S.R..	13
UNIT IV - Comparative Study, Sweden and India . . . . .	17
UNIT V - Comparative Study, Great Britain and Spain . . .	19
UNIT VI - Comparative Study, Nazi Germany and Communist China . . . . .	21
UNIT VII - Comparative Study, Latin America and Japan. . .	23
UNIT VIII - Similarities and Differences in Existing Governments. . . . .	25
UNIT IX - Student Models of Government. . . . .	27
Bibliographies of Basic Books. . . . .	29
APPENDIX - In-Depth Study of Latin America . . . . .	39

## BLOOMINGTON SCHOOL PHILOSOPHY

The philosophy of education of the Bloomington Public Schools professes the belief that each child should develop his potential to the fullest, and to meet his intellectual, moral, spiritual, aesthetic, vocational, physical, and social needs as an individual, an American citizen, and a member of the world community.

It believes the following basic principles. We believe in:

- The value of the individual personality
- The worth of the individual
- The individual's potentialities
- The individual patterns of human growth
- The individuality of learning
- The value of good mental and physical health of the individual
- The importance of the moral and spiritual values of the individual
- The individual's need to identify with groups
- The value of creative instruction
- Continuous educational research and utilization of its findings
- The value of excellence in all instruction.

## TECHNIQUES FOR EVALUATING OBJECTIVES

Evaluation of the objectives of these units is a valuable and essential part of the learning process. It provides the open-endedness to learning which is so essential. By using evaluation the teacher helps the individual and the group assess their acquired skills and learnings but immediately applies this assessment to new and more complex learnings.

The scope of evaluation is wide and may be applied to the individual, the group, the process, or the total program. Because it is difficult to isolate any of these, it would seem that the evaluation should be concerned with all of the involved inter-relationships.

Techniques that we will use to measure the assimilation of skills and abilities and affective objectives by the students will be the following:

### A. STUDENT SELF-EVALUATION

Students will be constantly evaluating and re-evaluating the validity of their conclusions through research and discussion.

Periodically the group should be given the opportunity to discuss the manner in which they handle discussion of a problem. The central topic should be "how can we improve our discussion techniques individually and as a group?"

### B. TEACHER-STUDENT CONFERENCE

During the conference the teacher would use this opportunity to give personal attention to the student and his progress.

This time could also be used for a short discussion of his participation in the program.

The conference also presents an opportunity for the teacher to assess attitudes and changing attitudes from the conversation of the student. This conference presents an opportunity to assess the effect of the stated objectives of the units on the student.

### C. TEACHER OBSERVATION AND EVALUATION

The alert teacher will seize the opportunity to observe and evaluate the continual growth of the student and the group toward mastery of the objectives of the course. Any information about individuals within the group that the teacher gains in this manner can be discussed with the student at an opportune moment or at the time of the student-teacher conference.

Through observation, evaluation will focus upon subjective factors inherent in the program.

#### D. TEACHER-MADE TESTS

Tests used within this course of study will be varied in character. The tests will be designed to cause the student to recall general principles and concepts rather than isolated, seemingly non-related facts.

Tests will evaluate skills, attitudes and knowledge.

#### E. STANDARDIZED TESTS

The standardized tests given during the senior high school years should be relied upon as important instruments in evaluating the social studies program.

An area of concern should be the use of attitudinal tests and attempts will be made to identify and administer these.

## UNIT I - Government - Why and What

### Introduction (6 - 8 weeks)

People working together must have established some form or order of procedure - to establish and maintain this, powers must be delegated, decisions made and enforced so as to assure order and continuity in the society or group. Government is group organization. Government comes in various sizes, shapes, uses different techniques, has "good and bad" points but any government is the functional organization of a group to perpetuate itself and its basic ideas.

#### Objectives:

1. The student should understand the necessity of "government" to any group.
2. The student should understand that government can be different things to different people.
3. The student should understand that government has many different forms.
4. The student should realize that government can be based on a concept different from ours.
5. The student should learn to recognize the ideal from the real forms of government.

#### Skills:

Develops ability to identify problems and needs.

Locates information efficiently.

Gathers information effectively.

Evaluates information and sources of information.

Organizes and analyzes information and draws conclusion.

Develops ability to see all aspects and view points of a problem.

Recognizes difference between theory and practice.

Differentiates between similar as well as opposed theories.



Attitudes:

Is committed to free examination of all sides of questions.

Respects the good and recognizes negative aspects of theories.

Feels a sense of responsibility to learn about ideas other than "our own".

Develops tolerance and understanding of people and groups "different" from ours.

Believes that problems can be solved and needs met through application of learning and knowledge in a reasonable manner.

## Unit I

Objectives	Activities	Instructional Resources
The student should understand the necessity of "government" to any group.	Have students define government - 1st hypothesize extemporaneously - Then use resources.	Johnson, <u>Comparative Government</u> , p. 1-12
The student should understand that government can be different things to different people.	Lecture - discussion - terms - use sources --- Simple definition of basic concepts - compare and contrast. Democracy - Liberal democracy, depends on consent of the governed, rule of law, freedom of speech, emphasis on individual and private sector of economics - Emphasize importance of governmental structure and process.	Pruden, Locker, <u>Democracy Capitalism and Communism</u> Ebenstein - <u>Isms</u>
The student should understand that government has many different forms.	Communism - Considered by believers to be inevitable - Feudalism to capitalism to socialism to dictatorship of proletariat and communism - "withering away of the state". Emphasize political structure and process.	Brogan and Vernly - <u>Political Patterns in Today's World</u> Ebenstein - <u>Totalitarianism - New Perspective</u>
The student should realize that government can be based on concepts different from ours.	Socialism - Emphasis on power and roles of the state. The state as "big brother".	Johnson, <u>Comparative Government</u> , p. 1-12
The student should learn to recognize the ideal from the real in studying forms of government.	Fascism - Extreme nationalism - state is vital, and end in itself. Citizen exists only as part of the state (as cell to body). Absolutism - Opposed to government based on consent of people. Individual ruler holds complete personal authority and power--needs class support. Simple groups - government and institutions grow out of ideology (ideas, attitudes, values and goals) that a group of people believe in.	Schulz - <u>Comparative Political Systems</u> , Chapter 15, 1 & 2 Ebenstein, <u>Totalitarianism, New Perspectives</u> Fenton, <u>Comparative Political Systems</u>

Students may show their understanding of the concepts through reports based upon questions concerning each concept.

Students should make a color chart or diagram showing of authority and responsibility in each form of government. (6)

A student could make a transparency of this chart - including key-using overlays to demonstrate overlaps and separations.

Have students make lists - 3 - showing similarities, differences, non-associated, areas of each concept - use color. Use overhead for development of master list.

Discuss terms and concepts using positive and negative questions to check student understandings.

Have students make lists of good and bad aspects of each theory (concept) - Use overhead for master list. These should be retained for later reference and alteration as students gain in understanding.

\*Make a cartoon story about a type or types of government Letter and illustrate it - may draw the cartoon or cut and paste actual ones.

Good, The Shaping of Western Society

Fenton Series, Absolutism, p. 145-166; T. G. p. 74-81

Mehlinger, Totalitarianism

Bizezinski-Huntington, Political Power: USA/USSR p. 3-234.

Films - IMC

F9045 - Nationalism

F4043 - Lessons from the IS

Freidman, Capitalism and Communism

Ader, Socialism, p. 1-14

Tapes - IMC

T1259 - Conservation View - Communism, Viet Nam, etc.

Newspapers

Slides - IMC

S1135 - Cartoons in American History

Objectives	Activities	Instructional Resources
		Tapes - IMC T1262 - Peace, What We Must Do
		Ward- Ideas that Changed the <u>World</u>
		Schleisinger - <u>The Vital Center</u>
		Barbu - <u>Democracy and Dictator-</u> <u>ship</u>
		Crossman - <u>The God that Failed</u>

## UNIT II - Theory Applied to Areas of Governmental Concern

### Introduction

In this unit we will compare the theories learned in the first unit through their application to various specific areas of concern and problems of governments. Most of these areas of concern and problems are of universal concern, if in varying degrees, to all types of governments.

### Objectives:

1. The students should recognize the problems inherent in an ideal theory and see the difficulties of application of the ideal to a real situation.
2. The students should understand that each theory is formulated for certain conditions and if the conditions do not exist or have been altered, the theory must also be altered.
3. The students should conclude that a panacea for all problems is probably impossible to find. A system that has advantages in one area will have disadvantages in another.
4. The student should be aware of both the similarities and differences among the theories of government in their application to any specific area of governmental concern.
5. The student should be aware of the longevity, stability, and potential of each theory of government.
6. The student should be able to make a practical application of each theory to each area of governmental concern or understand why it is not possible to apply the theory.
7. The student should recognize the origins of each theory and the modifiers, and their circumstances.

### Skills:

Develop the ability to interpolate from ideal to real, theory to theory, problem to problem.

Recognize problems and put them in the proper perspective in each case.

Evaluate each problem and solution on their merits and in the context of a particular case.

Develop the ability to see both the broad and narrow views.

Develop role playing ability.

Attitudes:

Openmindedness

Flexibility

Inquisitiveness

Persistence

GENERAL OBJECTIVES:

Themes that must be explored in studying any political system:

1. Political leadership: the group of people who make, interpret, and enforce the rules by which a political system operates.
2. Political decision making.
3. Political institutions.
4. Political ideology.
5. Citizenship.

Other definitions on p. 2-3 in Schulz, Comparative Political Systems

Objectives	Activities	Instructional Resources
The students should recognize the problems in an ideal theory and see the application of the ideal to a real situation.	Compare the theories learned in the first unit through the various areas of concern listed and to problems of governments. There will probably not be enough time to examine each government in each region. Pick areas of current significance or interest. Use the best resources possible for each comparison to illustrate the point being made.	Ebenstein, <u>Today's Isms</u> Newspapers, TV, News magazine Mehlinger, <u>Totalitarianism</u> Barbu, <u>Democracy and Dictatorship</u>
The students should understand that each theory is formulated for certain conditions and if the conditions do not exist or have been altered, the theory must also be altered.	Government 1. Basis of power - legal (constitution or ?) actual (political, military, police, other) 2. Legislative 3. Executive 4. Administrative - Leadership 5. Law and Courts - Law and order - law and justice 6. To other governments. - a. local governments b. foreign relations 7. Economics -- finance, production, trade, employment, money and banking. 8. Human rights -- governmental, group and individual 9. Social Structure -Classes Race Sex Age Wealth Ability -Religions -Other institutions	Schulz, <u>Comparative Political Systems</u> , Chapter 15, 1 & 2 check the reading list at the end of each unit Newspapers, TV, News magazine Heilbroner, <u>The Great Ascent</u> Brogan & Verney, <u>Political Patterns in Today's World</u> p. 143-200, 220-227, 21-96, 228-249. Ader, <u>Socialism</u> , p. 30-72 Films - IMC F4116 - Justice under Law F9054 - Political Parties Mendel, <u>Essential Works of Marxism (Marx &amp; Engels)</u> Bitling, Massialas, Zevin, <u>Political Systems</u> , also readings.
The students should conclude that a panacea for all problems is probably impossible to find. A concept that has advantages in one area will have disadvantages in another.	10. People who have contributed ideas in these areas. 11. Health, Education, Welfare	Friedman, <u>Capitalism and Freedom</u>
The student should be aware of both the similarities and differences among the theories of government in their application to any specific area of governmental concern.		
The student should be aware of the longevity, stability, and potential of each theory in each area.		



The student should be able to make a practical application of each theory to each area of governmental concern or understand why it is not possible to apply the theory.

12. Perpetuity - stability

13. The political aspects of the above governmental areas.

\* 5, 8 & 9 should include citizen or popular involvement.

The student should recognize the origins of each theory and the modifiers, and their circumstances.

Compare two actual governments looking for similarities and differences. Use the areas enumerated here. If the situation warrants, these areas can be expanded and used in depth as an example. There will probably not be enough time to examine each government in each area. Pick areas of current significance or interest. Use the best resources possible for each comparison to illustrate the point being made.

Raise problems and concerns of government using the American government as an example. (2 or 3 days)

Pick 2 situations (governmental concerns) and tell how you think each would be handled under each governmental theory.

Make a list of 50 problems and concerns that a government might face.

Prepare a mock "cabinet" meeting - (6 or 7 students and presiding officer). Take up one of the above situations - read solution and have cabinet discussion.

Write up second problem, with all possible solutions and discussion of opinions as to which is best.

Read a novel about government and report orally to the class -- 8-10 minutes.

### UNIT III - Comparative Study, United States and U. S. S. R.

#### Introduction

This unit and units 4 thru 7 will compare pairs of countries and actual applications of governmental theories to their problems. Emphasis will be placed on the modifications of the theory to actual governmental concerns and comparison between theories and practices of these governments. The units will illustrate the various types of government and their functioning as well as comparing and cross comparing differences and similarities.

An attempt will be made to give a cross section of concepts and types, as well as a broad taste of available examples. The countries in this guide were arbitrarily selected and any country or area that meets the above qualifications could be substituted in an appropriate pair.

Although these nations will be studied from the viewpoints of the various social science disciplines, government will be the central theme.

#### Objectives:

1. The students should understand the differences between the theories and governmental systems in practice.
2. The student should recognize that when theories are applied, the application usually incorporates parts of several theories, modified to fit the needs and conditions at a specific time and place (country).
3. The student should become aware of the fact that the same basic theory can be applied in different ways.
4. The basis of comparison between governments and systems will be understood and applied to examples.
5. The student will recognize that theories and governments must be flexible - changeable to "keep up with the times."
6. The student should recognize certain areas of governmental theory that are similar in most governments and certain areas of great variance among governmental systems.

## Unit III

Objectives	Activities	Instructional Resources
The students should understand the differences between theories and governmental systems in practice.	Compare the application of the theories learned in the first unit, to the various areas of concern of governments. There will probably not be enough time to examine each government in each area. Pick areas of current significance or interest. Use the best resources possible for each comparison to illustrate the point being made.	Crossman, <u>The God That Failed</u> Barbu, <u>Democracy and Dictatorship - Parts I &amp; III</u>
The student should recognize that when theories are applied, the application usually incorporates parts of several theories, modified to fit the needs and conditions at a specific time and place (country).	Government 1. Basis of power - legal (constitution or ?) actual (political, military, police, other)  2. Legislative  3. Executive  4. Administrative- Leadership  5. Law and Courts - Law and order - law and justice  6. To other governments - a. local governments b. foreign relations  7. Economics - finance, production, trade, employment, money and banking.  8. Human rights - governmental, groups, and individual.  9. Social Structure -Classes Race Sex Age Wealth Ability  10. People who have contributed ideas in these areas.  11. Health, Education, Welfare	Schlesinger - <u>Blustein Communism, What it is and How it Works</u> Ader, <u>Socialism</u> , p. 86-119 Brzezinski-Huntington, <u>Political Power: USA/USSR</u> p. 238-300, 331-366 Films - IMC F3108 - <u>The Cold War</u> Tape - IMC T1272 - <u>US and USSR Cultural and Scientific Exchange</u> Transparency - TR9066 - <u>USSR in 1964</u> Good, <u>The Shaping of Western Society</u> , p. 327-346; T.G. p. 140-147 For Soviet Government - see also kit for <u>Comparative Political Systems</u> - Fenton Rogers, Adams, Brown, <u>Story of Nations</u> , pgs. 250-319, 390-417, 436-481, 524-561, 562-591, 668-704.
The student should become aware of the fact that basic theory can be applied in different ways.		
The basis of comparison between governments and systems will be understood and applied to examples.		
The student will recognize that theories and governments must be flexible - changeable to "keep up with the times."		
The student should recognize certain areas of government that are similar in most governments and areas of great variance among systems.		

Objectives	Activities	Instructional Resources
	12. Perpetuity - stability	Petrovich, Curtin, <u>The Human Achievement</u> , check table of contents
	13. The political aspects of the above governmental area.	Schulz, <u>Comparative Political Systems</u> , chapters 3 - 14.
	* 5, 8 & 9 should include citizen or popular involvement.	
	In each unit (3 - 7) - Two day reading assignments on history and tradition of the countries concerned to be used as background. Specify specific pages.	Mencel, <u>Essential Works of Marxism, Lenin, Stalin and Kruschchev</u>
	Research and Background on USSR - <u>The Shaping of Western Society</u>	Schlesinger-Blustain, <u>Communism-What It is and How It Works</u>
	Mock cabinet meeting - using current events for topics.	Brozn and Verney - <u>Political Patterns in Today's World</u> , p. 97-130, 204-213.
	Supplementary background material for comparative studies in units 3 - 7 can be found in appropriate units of Rogers et. al. - <u>Story of Nations</u> . (Latin America, India, Russia, Spain, Great Britain.)	Tapes - IMC T1264 - Russian Strategy in the U. N.
	Also in Petrovich-Curtin, <u>The Human Achievement</u> (India, China, Japan.)	

## Unit IV - Comparative Study, Sweden and India

Objectives	Activities	Instructional Resources
The students should understand the differences between theories and governmental systems in practice.	<u>Background material and overview of India in Tradition and Change in Four Societies.</u>	For Units 3 - 7 check Foreign Student Association for speakers
The student should recognize that when theories are applied, the application usually incorporates parts of several theories, modified to fit the needs and conditions at a specific time and place (country).	Research material on India - background and specific areas.  A play on neighborhood life in both India and Sweden. Note similarities and differences.	Ford, <u>Tradition and Change in Four Societies</u> , p. 172 - 257; T.G. p. 68-101 for suggested uses of these readings
The student should become aware of the fact that basic theory can be applied in different ways.	Background reading on India - CRI book  One party Democracy - study - <u>India</u> - Wolpert	Kit - IMC K9126 - India (secondary)  Berkowitz, CRI, <u>India, Struggle Against Time</u>
The basis of comparison between governments and systems will be understood and shall be applied to examples.	Background reading on India - Fersh  Background reading on India - Frykenberg and Hiles	Wolpert, <u>India</u> , Prentice Hall 1965, \$1.95  Fersh, ed., <u>India and South Asia</u>
The student will recognize that theories and governments must be flexible - changeable to "keep up with the times."	Supplementary background material for comparative studies in units 3 - 7 can be found in appropriate units of Rogers et. al. - <u>Story of Nations</u> . (Latin America, India, Russia, Spain, Great Britain.)  Also in Petrovich-Curtin, <u>The Human Achievement</u> . (India, China, Japan)	Frykenberg and Hiles - <u>India</u> Focus-Ginn  Brogan and Vernly, <u>Political Patterns in Today's World</u> , 2nd ed., p. 97-130
The student should recognize certain areas of government that are similar in most governments and contain areas of great variance.		Records - IMC R1131 - Life in India and Indonesia  Films - Imc F4042 - Economics of Under development

## Unit V - Comparative Study, Great Britain and Spain

Objectives	Activities	Instructional Resources
The students should understand the differences between theories and governmental systems in practice.	Supplementary background material for comparative studies in units 3 - 7 can be found in appropriate units of Rogers et. a. - <u>Story of Nations</u> . (Latin America, India, Russia, Spain, Great Britain)	Chart - Parliamentary Govt. p. 572, Bruntz, Bremer American Government
The student should recognize that when theories are applied, the application usually incorporates parts of several theories, modified to fit the needs and conditions at a specific time and place (country).	Also in Petrovich-Curtin, <u>The Human Achievement</u> . (India, China, Japan)  Background research on Britain (especially economic growth) in <u>The Shaping of Western Society</u>	Good, <u>The Shaping of Western Society</u> , p. 209-231; T.G. 98-105  Brogan & Verney, <u>Political Patterns in Today's World</u> , 2nd ed., p. 97-130  Ader, <u>Socialism</u> , p. 120-148
The student should become aware of the fact that basic theory can be applied in different ways.		Records - IMC R1132 - Life in Spain and Brazil
The basis of comparison between governments and systems will be understood and shall be applied to to examples.		Films - IMC F4046 - Aftermath of W. W.

The student will recognize that theories and governments must be flexible - changeable to "keep up with the times."

The student should recognize certain areas of government that are similar in most governments and contain areas of great variance.



## Unit VI - Comparative Study, Nazi Germany and Communist China

Objectives	Activities	Instructional Resources
The students should understand the differences between theories and governmental systems in practice.	Supplementary background material for comparative studies in units 3 - 7 can be found in appropriate units of Rogers et. al. - <u>Story of Nations</u> . (Latin America, India, Russia, Spain, Great Britain)	Barbu, <u>Democracy and Dictatorship, Part II</u>
The student should recognize that when theories are applied, the application usually incorporates parts of several theories, modified to fit the needs and conditions at a specific time and place (country).	Also in Petrovich-Curtin, <u>The Human Achievement</u> (India, China, Japan)	Mendel, <u>Essential Works of Marxism</u> , (Mao Tse Tung)
The student should become aware of the fact that basic theory can be applied in different ways.	Do research on Nazi Germany in <u>The Shaping of Western Society</u> .	Bullock - Hitler, <u>Study in Tyranny</u>
	Research and background on China - (both before and since the advent of the communists) in <u>Tradition and Change in Four Societies</u> .	Brogan and Verney, <u>Political Patterns in Today's World</u> , p. 204-213
		Good, <u>The Shaping of Western Society</u> , p. 347-369; T. G. p. 148-155 for suggested uses of these readings.
		Ford, <u>Tradition and Change in Four Societies</u> , p. 258-342 T. G. p. 102-133

The basis of comparison between governments and systems will be understood and shall be applied to examples.

The student will recognize that theories and governments must be flexible - changeable to "keep up with the times."

The student should recognize certain areas of government that are similar in most governments and contain areas of great variance.

Films - IMC

F4050 - The Twisted Cross

## Unit VII - Comparative Study, Latin America and Japan

Objectives	Activities	Instructional Resources
The students should understand the difference between theories and governmental systems in practice.	Mock trial	Film - IMC F9026 - Japan: Miracle in Asia
The student should recognize that when theories are applied, the application usually incorporates parts of several theories, modified to fit the needs and conditions at a specific time and place (country).	hold legislative hearing on bill in Japanese society.  have business conference.	Reischauer, <u>The United States and Japan - (For additional information on Japan see p. 382-384)</u>
The student should become aware of the fact that basic theory can be applied in different ways.	Pretend you are Japanese weekend tourist--plan itinerary--get pictures and descriptions.  See appendix for in-depth unit on Latin America.	Tannenbaum, <u>Ten Keys to Latin America</u>  Alexander, Robert - <u>Today's Latin America</u>
The basis of comparison between governments and systems will be understood and shall be applied to examples.		Peterson, <u>Latin America, Culture Regions of the World series</u>
The student will recognize that theories and governments must be flexible - changeable to 'keep up with the times.'		Herring, <u>A History of Latin America</u>
The student should recognize certain areas of government that are similar in most governments and contain areas of great variance.		Tapes - IMC T1274 - International Law As Seen by Communist and Underdeveloped Nations
An excellent study of a recently emerged, successful nation as compared to an area attempting to emerge.		Transparency - IMC TR9061 - Russian and Japanese Expansion in the Far East  Record - IMC R1130 - Life in Japan and Burma



Objectives	Activities	Instructional Resources
		Films - IMC F9045 - Nationalism F4042 - Economics of Underdevelopment F4046 - Aftermath of W. W. II

## Unit VIII - Similarities and Differences in Existing Governments

Objectives	Activities	Instructional Resources
Recognition of techniques of administration under various forms of government.	Use the newspaper, preferably 2 or 3 and at least 3 magazines to illustrate the similarities and differences in governments and their action and reactions to current problems.	Newspapers, T.V., magazines Brogan and Vernly, <u>Political Patterns in Today's World</u> p. 131-142, 228-249 plus reading list p. 260-270
Develop the ability to thoroughly analyse and sum up a problem.	Each student should do an analysis of 5 problems and reactions to them. - 3 oral - 2 written (5 min. each) (3 - 5 pages) (Do not put in your own opinion)	Mendel, <u>Essential Works of Marxism</u> , (Djilas)
Become aware of the similarities and differences not only between systems but in the interpretation and administration within a system.	In groups (4 or 5) do a "Meet the Press" or "Face the Nation" type of show - 15 - 20 min. - with some students acting as reporters asking questions and other answering. Delineate topic beforehand. - 2 days to prepare.	Watch T.V. show - note the technique and format. Films - IMC F3108 - The Cold War F4046 - Aftermath of World War II
The student should be aware of the continuing modification of existing governmental systems.	After each show discuss strong and weak points. Point out where the show was good and where it could have been improved - oral.	Use "Great Decisions" materials as applicable
The student should realize that no theory yet developed has worked entirely in practice and that it is difficult if not impossible to develop a theory that is applicable to all times and all places.		

## Unit IX - Student Models of Government

Objectives	Activities	Instructional Resources
Making use of knowledge gained earlier to formulate hypothesis about the best possible governments.	Develop an ideal government for a nation of 25 million people. The government must be able to deal with all areas of governmental concern, unlimited in possible durations and the reactions must be realistic and plausible in today's world setting.	Use notes, and any sources previously used.  Brogan and Verney, <u>Political Patterns in Today's World</u> , p. 228-249.
Recognize that in the modern world it is impossible for a state to exist in isolation and criteria for world cooperation must be formulated and accepted.	Set up a working model of a "world government" (Probably using the U.N. as the basis and modifying it as necessary to produce their "ideal").	Johnson, <u>Comparative Government</u> p. 1-210.
Test your hypothesis by applying it to a problem previously solved by an existing system.	Pick any problem of governmental concern, that would apply to a nation of 25 million and tell how your ideal government would solve this problem. A problem should be selected from each area of concern used in unit II and/or any other pertinent areas that have been studied during the course.	Heilbroner, <u>The Great Ascent</u>  Massialas-Zevin, <u>Political Systems</u>  Tapes - IMC
The student should appreciate the difficulty of world government and the accommodations necessary to make it work.	Take the current United Nations agenda and apply the model world government for solutions to the questions. (Can check these against what is actually being done in the U.N.)	T1274 - International Law As seen by Communist and Underdeveloped Nations  T1262 - Peace - What We Must Do (Dr. Linus Pauling)  T1269 - Our Role in the United Nations  T1264 - Russian Strategy i the U.N.  T1271 - Understanding: Stepping Stones to Peace

## Bibliographies of Basic Books

Print Materials Identified for Instruction  
Comparative Government Program

Unit I Theories of Government

Mehlinger, Howard D., The Study of Totalitarianism - An Inductive Approach, National Council for the Social Studies Bulletin #37, \$2.00, 40 copies per building

Ebenstein, Today's Isms, Prentice-Hall, \$3.75, 60 copies per building

Massialas and Zevin, Political Systems, Rand-McNally, 40 copies per building

Johnson, Samuel A., Essentials of Comparative Government, Barron's Educational Series Inc.: 113 Crossways Park Drive, Woodbury, New York, \$1.95, 40 copies per building

Ader, Emile B., Socialism, Barron's Educational Series, Inc., \$1.50, 10 copies per building

Barbu, Zevedir, Democracy and Dictatorship, Their Psychology and Patterns of Life, Grove Press, \$2.95, 10 copies per building

Roucek, J. S., Contemporary Political Ideologies, Littlefield, Adams & Co.: 81 Adams Drive, Iotwa, New Jersey 07512, \$2.25, 10 copies per building

Unit II Application of Theory to Areas of Governmental Concern

Friedman, Milton, Capitalism and Freedom, University of Chicago Press, \$1.50, 40 copies per building

Crossman, The God That Failed, Bantam, \$.75, 10 copies per building

Schwartz, Harry, An Introduction to the Soviet Economy, \$1.80, Charles E. Merrill, 5 copies per building

Rabb and Sobel, From Left to Right: Reading in the Socio-Political Spectrum, Benziger, \$2.50, 40 copies per building

Pruden, Durward, Democracy, Capitalism and Their Competitors, Oxford Pamphlet Series, \$.50, 40 copies per building

Unit III Comparative Study U.S. and U.S.S.R.

Coyle, David Cushman, The United States Political System and How it Works, Mentor, \$.60, 40 copies per building

Millee and Bancroft, The Meaning of Communism, Silver Burdett Company, \$2.40, (\$1.80 net), 40 copies per building

Rieber and Nelson, A Study of the U.S.S.R. and Communism: An Historical Approach, Scott-Foresman, \$2.28 net, 5 copies per building

Rieber and Nelson, The U.S.S.R. and Communism: Source Readings and Interpretations, Scott-Foresman, \$3.00, 5 copies per building

"Soviet Life"

#### Unit IV Comparative Study - Sweden and India

Childs, M.W., Sweden: Middle Way, Yale University Press, \$1.45, 40 copies per building

Tinker, India and Pakistan: A Political Analysis, Praeger, 1962, \$1.95, 40 copies per building

#### Unit V Comparative Study - Great Britain and Spain

King, A., British Politics: People, Parties, and Parliament, Heath Raytheon, \$1.95, 10 copies per building

Stewart, M., British Approach to Politics, Humanities Press, \$3.50, 5 copies per building

Verney, D. B., Life Without a Declaration of Independence, Harper-Row, \$2.50, 5 copies per building

Bradford, S., Spain in the World, Van Nostrand - Searchlight, \$1.45, 10 copies per classroom

#### Unit VI Comparative Study - Nazi Germany and Red China

Hitler, Adolph, Mein Kampf, Houghton-Mifflin, \$2.85, 40 copies per building

Bullock, Alan, Hitler, a Study in Tyranny, Harper Torchbook, \$3.95, 10 copies per building

Jarman, T. L., The Rise and Fall of Nazi Germany, Signet, \$.75, 10 copies per building

Chu Chai and Winberg Chai, The Changing Society of China, Mentor, \$.75, 10 copies per building

Unit VII Comparative Study - Tribal Africa and Japan

Headline Series, Rivfcin, Arnold, The New States of Africa, Foreign Policy Assn, \$.85, 40 copies per building

Reischauer, E. O., U.S. and Japan, Viking Press Compass, \$1.85, 40 copies per building

Ward, R. E., Japan's Political System, Prentice-Hall, \$1.95, 10 copies per building

Tsuneishi, Japanese Political Style, Harper-Row, \$2.75, 10 copies per building

Unit VIII Similarities and Differences of Existing Governments

See Titles Above

\*Current events materials

Unit IX Student Models

See Titles Above

## PRINT AND NONPRINT MATERIALS LIST

- Mehlinger, Totalitarianism  
Units I and II
- Crossman, The God That Failed--supplementary  
Units I, II, and III
- Barbu, Democracy and Dictatorships  
Units I and II--Parts 1 and 3, Unit 3; Part 2- Unit 6
- Schulz, Comparative Political Systems (Fenton)  
Units I and II - Chapter 15, Chapter 1 and 2  
Unit III - Chapter 3-14  
Reading list end  
of each unit
- Mendel, Essential Works of Marxism  
Units I and II - Marx and Engels  
Unit III - Lenin, Stalin, and Khrushchev  
Unit VI - Mao Tse Tung  
Unit VIII - poss. II- Djilas
- Schlesinger, The Vital Center--supplementary  
Units I and II; Unit IX - good.
- Friedman, Capitalism and Freedom  
Units I and II
- Heilbroner, The Great Ascent  
Unit II
- Massialas-Zevin, Political Systems  
Unit II and IX
- Schlesinger-Blustain, Communism - What It Is and How It Works  
Unit I--supplementary  
Unit III
- Ebenstein, Totalitarianism - New Perspectives  
Unit I - good  
Bibliography p. 75-80
- Ebenstein, Today's Isms  
Units I and II; p. 1-81, 105-127, 139-171, 178-210, 211-250  
check reading list at end of each unit
- Bullock, Hitler - A Study in Tyranny  
Unit VI
- Brogan and Verney, Political Patterns in Today's World - 2nd ed.  
Unit II; p. 21-96  
Units III, IV, V; p. 97-130  
Units III, VI; p. 204-213  
Unit VIII; p. 131-142  
Unit IV; p. 143-200, 220-227  
Units IV and VIII; p. 228-249  
Reading list  
p. 260-270



Ader, Socialism

Unit I; p. 1-14  
Unit II; p. 30-72  
Unit III; p. 86-119  
Unit V; p. 120-148

Ward, Five Ideas That Changed the World

Unit I, poss. II; p. 13-188

Brezinski, Political Power: USA/USSR (Huntington)

Unit I; p. 3-234  
Unit II; p. 301-330  
Unit III; p. 238-300, 331-366

TAPES

- T1274 - International Law as seen by Communist and Underdeveloped Nations
- T1259 - Conservative View - Communism, Viet Nam
- T1262 - Peace - What We Must Do -(Linus Pauling)
- T1269 - Our Role in the United Nations
- T1264 - Russian Strategy in the U.N.
- T1271 - Understanding: Stepping Stones to Peace
- T1272 - U.S. and U.S.S.R.-Cultural and Scientific Exchange

TRANSPARENCIES

- TR9061 - Russian and Japanese Expansion in the Far East
- TR9066 - U.S.S.R. in 1964

SLIDES

- S1135 - Cartoons in American History

RECORDS

- R1131 - Life in India and Indonesia
- R1130 - Life in Japan and Burma
- R1132 - Life in Spain and Brazil

FILMS

- F9026 - Japan: Miracle in Asia
- F4050 - The Twisted Cross
- F4046 - Aftermath of W. W. II
- F4042 - Economics of Underdevelopment
- F3108 - The Cold War

### Transparency Masters

See Audio-Visual Kit Accompanying Fenton's  
Comparative Political Systems.

## APPENDIX

### In-Depth Comparative Study of Latin America

TOPICAL OUTLINE OF DEVELOPING NATIONS UNIT -- Suggested Time -- Twenty-five Days

TOPIC	SUGGESTED TIME
1. Introduction and geography	2 1/2 days
2. Historical overview	2 1/2 days
3. Indian background	3 days
4. African background and Brazilian race relations	3 days
5. Iberian background	1 day
6. Religion in Latin America	1 day
7. Latin American Economics today	2 days
8. Governmental alternatives in Latin America today	3 days
9. Values of the Latin Americans	2 days
10. Comparison of the Latin American values with those of the USA and the USSR	1 day
11. What type of government would be best for a developing nation?	3 days
12. Conclusion and summary of proposals	1 day

Teacher Materials: Instructional Objectives

- I. To get the students to build a model of an effective type of governmental-political system in an area of developing nations: Latin America
  - A. Characteristics of developing nations will be considered
  - B. Contemporary Latin American governmental alternatives will be studied: e.g. Communist Cuba, Chilean and/or Mexican democracy, military dictatorship of Peron.
- II. To study Latin America using the various disciplines of the social studies (Geography, History, Anthropology, Economics, Political Science) with greater emphasis being placed on the anthropological-cultural aspects.
  - A. Central America will be studied primarily from the anthropologists viewpoint with particular emphasis on the Mayans and Aztecs.
  - B. Develop student realization of the great diversity which characterized Latin America.
    1. Geography will focus on the study of South America using the cultural spheres view of Augelli.
    2. The various peoples who have contributed to the wake up of "the Latin American" (Indian, African, and Iberian) will be studied.
  - C. To study the important role of the Catholic religion in Latin America.
- III. To get the students to make the generalization that the nature of the political-governmental system which will evolve in a nation depends in part upon the values held by its citizens.
  - A. After a cursory study of Latin American geography, history, anthropology-culture, and current economy, the students will ferret out significant values held by Latin Americans.
  - B. Get student comparison of identified Latin American values with the values of an example of democratic capitalism (USA) and an example of totalitarian communism (USSR).
  - C. To get student realization that the model of government for developing nations may not be workable for all Latin American countries nor for developing nations in other parts of the world who hold to different value systems.

### Topic 1: Introduction and Geography

<u>Strategies</u>	<u>Student Activity</u>	<u>Materials</u>
1. Hand out and discuss student materials	1.	1.
2. Map work use transparencies	2.	2.
3. Discuss Augelli's rationale for cultural spheres map.	3. Study and discuss	3.
4. Show and discuss movie	4. Read and discuss movie	4. Movie: "West Indies" IMC

### Topic 2: Historical overview

1. Read and discuss	1. Read <u>Story of Nations</u> pp. 668-687, 698-700	1. 30-35 classroom copies
2. Use transparencies	2.	2. expansion of colonial settlements and declarations of independence transparencies

### Topic 3: Indian background

1. Lecture - topics: - the Indian-1st American - the Maya - the Aztecs	1. take notes and discuss  Read: -Stavrianos, pp. 35-40 -Ford, pp. 96-100	1. Lecture resource material: Herring, Hubert, A History of Latin America (Alfred Knopf, N.Y., 1968 pp. 24-51 -Julien Bryan films: "Ancient Peruvians" (27 minutes) "The First Americans" (10 minutes)
2. Show class illustrations	2. Discuss	2. Leonard, Jonathon, Ancient America, (Time Inc., 1967) whole book is useful
3. Use transparencies	3.	3. American cultural areas - Mayan history in epochs Amerindians in 1500

38

### Teacher resource:

Coe, Michael, Mexico, (Praeger, New York, 1962) -- Indians to 1519, illustrations pp. 188-238.

StrategiesStudent ActivityMaterials

## Topic 4: African background and Brazilian race relations

1. Lecture-topics:  
Who is an African?  
English and Latin American  
attitude toward blacks  
The Slave trade  
Cultural contribution of the  
blacks to the New World

1. take notes and  
discuss

1. lecture resource  
material: Herring,  
pp. 93-116.

Transparency: African  
origins of the Negro

2. In-class reading

2. read, take notes and  
discuss in small  
groups

2. Ford, Richard,  
Tradition and Change in  
Four Societies, (Holt,  
Rinehart & Winston,  
New York, pp. 90-94,  
107-113, 131-137,  
164-168.

## Teacher resource:

Morner, Magnus, Race Mixture: In the History of Latin America, (Little, Brown  
Co., Boston, 1967) pp. 1-19, 135-150.

## Topic 5: Iberian background

1. lecture-topics:  
Roman, Visigoths and Moslems  
Reconquest  
Creation of Spanish nation

1. take notes and  
discuss

1. lecture resource  
materials; Herring,  
pp. 64-92.

2. In-class reading

2. read, take notes  
discuss in groups

2. Ford, pp. 100-104.

## Topic 6: Religion in Latin America

1. lecture-topics:  
The Inquisition  
The Church in the Colonies  
Church after Independence  
Role of the Church Today  
Indian and Negro religions

1. take notes and  
discuss

1. lecture resource  
material: Herring,  
pp. 167-183 and  
Alexander, Robert,  
Today's Latin America,  
(Doubleday, & Co.,  
Garden City, N.Y., 1968  
pp. 212-232.  
Transparency: Catholic  
percentage of total  
population

2. In-class reading

- 2.

2. Ford, pp. 119-123.



<u>Strategies</u>	<u>Student Activity</u>	<u>Materials</u>
Topic 7: Latin American economics today		
1. Review characteristics of developing nations	1. discuss	1. Transparencies: on education, population growth, and illiteracy.
2. In-class reading	2.	2. Handout on Prebisch theory of economics
3. Discuss or have student debate on pro and con of Prebisch theory	3.	3. Transparencies: exports, inflation and Alliance for Progress.

Teacher resource:

Schurz, William, Latin America, (Dutton & Co., N.Y., 1963) pp. 131-140, (general characteristics of the Latin American economy)

Powelson, John, Latin America, (McGraw-Hill, N.Y., 1964) Chap. 1,2,4 (Prebisch views)

Topic 8: Governmental alternatives in Latin America today

1. lecture-topics: Government in the colonies Authoritarian tradition: caudillismo personalismo  Government and Politics today	1. take notes and discuss  Read: Alexander handout pp. 2-13, Herring, pp. 256-257.  discuss chart	1. lecture resource material: Herring, pp. 156-166 Alexander, 143-144, 168-182 Lieuwen, Edwin, <u>Arms and Politics in Latin America</u> (Praeger, N.Y., 1961) pp. 22-24 Overlays on types of govt. in Latin America today. Time Education chart on Latin American political development 1944-1969.
2. Independent study	2. Read and scan source materials located in classroom	2. Assemble all materials on student and teacher resource list for student use.
3. Discuss: Castro, Cuba, Mexican democracy, and Argentina under Peron.	3.	3.

### Strategies

### Student Activity

### Materials

#### Teacher resources:

Dictatorship in Spanish America, Hugh Hamill (ed.) (Knopf, N.Y., 1965)

Marxism in Latin America, Luis Auguilar (ed) (Knopf, N.Y., 1968)(excellent)

Obstacles to Change in Latin America, Veliz, Claudio, (Oxford Press, N.Y., 1965)

Reform and Revolution, Readings in Latin American Politics, Von Lazer and Kaufman (ed.) (Allyn & Bacon, Boston, 1969) pp. 1-8, 311-321

Latin American Panorama, Kramer and McNicol (ed.) (Capricorn, N.Y., 1968)  
pp. 320-329 (castro)

Latin American Politics and Government, Alexander, Robert. (Harper and Row, N.Y., 1968)(whole book), particularly pp. 171-176.

Latin American History: Select Problems, Frederick Pike (ed.) (Harcourt, Brace & World, Chicago, 1969) pp. 340-388 "Peronism in Argentina, pp. 394-434 "The Cuban Revolution" pp. 308-335 "The Mexican Revolution, 1910-1940"

#### Topic 9: Values of the Latin Americans

- |  |  |  |
|--|--|--|
| 1. In-class reading<br>work with individual students | 1. Read and take notes<br>on handout readings<br><br>Using readings and<br>class notes as<br>source material,<br>list basic values<br>of Latin Americans | 1. Handouts: Kramer<br>and McNicol articles<br>on "Machismo" values<br>and politics.<br>Schurz pp. 297-303 on<br>comparison of U.S. and<br>Latin American values.<br>Welty, Paul, <u>Man's<br/>Cultural Heritage</u><br>(Lippincott, N.Y., 1965)<br>pp. 544-552. |
|--|--|--|

#### Topic 10: Comparison of Latin American values with those of the USA and the USSR.

- |  |   |    |
|--|---|----|
| 1. Discussion of U.S. and<br>U.S.S.R. values and<br>relate them to the type<br>of governmental system<br>each has adopted. | 1. Discuss<br>Each student will<br>list the factors<br>which might determine<br>the type of gov't<br>appropriate for a<br>nation's value system<br>and traditions | 1. |
|--|---|----|

#### Topic 11: What type of government would be best for a developing nation?

- |   |                  |    |
|---|------------------|----|
| 1. In-class reading, research<br>and work on 600-800 word<br>essay in response to problem<br>posed in question above. | 1. Work on Essay | 1. |
| 2. Work with individuals and<br>small groups as they work on<br>their research and writing.                           |                  |    |

Teacher resource:

Busey, James, Latin America: Political Institutions and Processes. (Random House, N.Y., 1964) (Consider Mexico, Costa Rica, Central America, Brazil, Argentina and Uruguay as to their political environment and history, constitutions and conclusions about politics in these countries)

## SAMPLE LISTS OF CHARACTERISTIC FEATURES OF LATIN AMERICA

### Geography:

1. Population grouped together-particularly along coasts.
2. Tropical climate.
3. Comparatively well off in natural resources.
4. Great diversity in climate and geography.
5. Transportation problems result from climate and geography.
6. Regionalism results from isolation.

### Cultural values:

1. Less racial prejudice than class prejudice.
2. Roman Catholic religious influence.
3. Movement of people to cities and away from mountains to coast.
4. Rising personal expectations-a new economic and social class developing.
5. Strong Indian influence on the culture despite Western dominance.
6. Strong role of male although the inferior status of women is changing.
7. Large family ideal.

### Economic characteristics:

1. Landed aristocracy and preponderance of landless poor.
2. History of foreign involvement in economic picture.
3. Not taking advantage of many natural resources.
4. Lack of investment capital to industrialize.
5. Reliance on one or two crop economies.
6. Economic growth struggles to keep pace with population growth and rising aspirations of the people.
7. Unfavorable balance of trade.

### Political

1. Little experience in self government during the colonial period.
2. Tendency in the past to follow the 'person' rather than a political ideology.
3. Political-Governmental instability since independence.
4. Tradition of authoritarian leaders supported by small aristocracy and the military.
5. Today a wide range of political parties representing competing ideologies are struggling for power.
6. Although many governments are democratic in name they appear to be in the process of evolution.
7. The government appropriate for a nation tends to be consistent with their value system and historic tradition.
8. A strong nationalist feeling exists.

## STUDENT MATERIALS

### DEVELOPING NATIONS UNIT: LATIN AMERICA

Future historians will probably observe that the most important revolution of the twentieth century was not the Bolshevik upheaval which began in Petrograd on November 7, 1917. Much more profound is the decline of the Europeans as masters of the world, and the emergence of those parts of the globe which were once the colonies or spoils of conquest of the European powers. The rise of the United States and the Soviet Union to a predominant position during the first half of our century may well prove to be but the opening phase of this tremendous upheaval. The second half of this period seems destined to see the power and influence of these two young giants diluted, while the nations which today we call "the under-developed countries" emerge into the front rank.

The twenty republics of Latin America constitute an important segment of this emerging two-thirds of the human race. Occupying an area which constitutes about one-eighth of the earth's land area, possessing vast resources as yet largely untapped, and with a large population, and the most rapid overall population growth rate of any area in the world, this region has scarcely begun to play the role which it is destined to have upon the stage of human history. (Today's Latin America, Robert J. Alexander)

After studying and comparing the governmental characteristics of Totalitarian Communism (USSR and Red China), Totalitarian Fascism (Nazi Germany), Democratic Capitalism (USA) and Democratic Socialism (Great Britain) we will focus our attention on one of the "underdeveloped" areas of the world-Latin America. Basic objective desired will include:

1. At the conclusion of five weeks investigation of Latin America all students will submit a "model of government" appropriate to nations considered to be "underdeveloped" - 600-800 word essay. Follow the usual format.
2. You will study Latin America using various disciplines, Geography, History, Economics, Anthropology and Politics of the social studies. However, greater emphasis will be placed on the anthropological-cultural aspects. Weekly quizzes will test factual level of understanding.
3. All students will be expected to be able to isolate basic characteristics of the various aspects of Latin America. Thus, at the end of the essay, include the following lists:
  - (1) 3-5 geographic characteristics
  - (2) 5-7 social-cultural values of the people
  - (3) 4-6 economic characteristics
  - (4) 4-6 political-governmental traditions
4. All students will read a minimum of thirty (30) pages of recommended material on Latin America. i.e. beyond the assigned reading. At least three different sources must be used. (Notes and note cards on the readings of your choice will be submitted with the essay)

#### Topic 1: Introduction and Geography

##### ASSIGNMENTS:

1. Read: Story of Nations text, pp. 667-668.
2. Latin American outline map work.
3. Study and discuss cultural spheres map of South America.

##### READING MATERIALS:

1. Tannenbaum, Ten Keys to Latin America, Random House, New York, 1962, pp. 3-34.
2. Alexander, Robert, Today's Latin America, Doubleday and Co., Garden City, New York, 1968, pp. 14-26.
3. Hartley, Dame F., Latin America 1969, Stryker-Post Publications, Washington, D.C., 1969.
4. Latin American Panorama, Headline Series #178, Foreign Policy Assn., New York, 1966, pp. 3-9, 10-21.

#### Topic 2: Historical Overview

##### ASSIGNMENTS:

1. Read and take notes: Story of Nations text, pp. 668-687, 698-700.

#### READING MATERIALS:

1. Peterson, Harold F., Latin America: Culture Regions of the World Series, Macmillan Co., New York, pp. 27-51 (readable) 1966.
2. Herring, Hubert, A History of Latin America, Alfred Knopf, New York, whole book (readable) 1968.
3. Stavrianos, Lerton, (ed.) Allyn and Bacon, Boston (readable) 1967. "San Martin Fights for Independence" pp. 427-429. Readings in World History.

#### Topic 2: Indian Background

##### ASSIGNMENTS:

1. Read and take notes: Ford, Richard B., Tradition and Change in Four Societies: An Inquiry Approach, Holt, Rinehart and Winston, Inc., New York, pp. 96-100.  
Stavrianos, pp. 35-40.
2. Take notes on movies and lectures.

#### READING MATERIALS:

1. Alexander, pp. 27-36.
2. Honore, Pierre, In Quest of the White God, Putnam and Sons, New York, 1961, pp. 79-97, "The Maya Empire"
3. Leonard, Johnathan, Ancient America, Time Incorporated, 1967.
4. Peterson, pp. 27-34
5. Stavrianos: "Mayas, Aztecs and Incas" pp. 406-419.  
"Meeting of Montezuma and Cortes?" pp. 420-423.  
"Economy of the Aztecs" pp. 454-458.  
"Indian Folk Art in Bolivia" pp. 485-487.  
"Authoritarianism of the Aztec Rulers" pp. 430-434.
6. Tannenbaum, pp. 35-45.

#### Topic 4: African Background and Brazilian Race Relations

##### ASSIGNMENTS:

1. Read Ford: pp. 90-94, "Are Brazilians Prejudiced?"  
pp. 107-113, "The Culture of the Ovimbundu"  
pp. 131-137, "Life in the Favela"  
pp. 164-168, "Race and Class in Brazil: A Summary"

#### READING MATERIALS:

1. Alexander, pp. 36-41, 46-50.
2. Herring, pp. 93-116.
3. Tannenbaum, pp. 45-52.

#### Topic 5: Iberian Background

##### ASSIGNMENTS:

1. Read and take notes on Ford, pp. 100-104, "The First Portuguese in America".

**READING MATERIALS:**

1. Herring, pp. 64-92.

**Topic 6: Religion in Latin America**

**ASSIGNMENTS:**

1. Read and take notes on Ford, pp. 119-123, "Church, State and Slavery".

**READING MATERIALS:**

1. Alexander, pp. 212-231.
2. Peterson, pp. 67-73.
3. Stavrianos, "The Church and the Indians", pp. 488-490.  
"The Church and Education", pp. 491-498.

**Topic 7: Latin American Economics Today**

**ASSIGNMENTS:**

1. Read handout on the Juan Prebisch view of the world economic picture.
2. List in your notes some of the pro and con views of the Prebisch theory of economics, which are expressed in the class discussion and debate.

**READING MATERIALS:**

1. "Latin American Panorama", pp. 22-34.
2. Alexander, pp. 55-82.
3. Madden, Carl, Latin America: Reform or Revolution, Scott Foresman Co., 1963, (readable) H.S. discussion of L.A. Economics, pp. 31-71
4. Peterson, pp. 93-116.
5. Stavrianos, "An Underdeveloped Society" pp. 469-471  
"Land Reform" pp. 471-475  
"Progress in Industry?" pp. 381-484

**Topic 8: Governmental alternatives in Latin America Today**

**ASSIGNMENTS:**

1. Read and take notes on Ford, pp. 119-123.  
Handout from Alexander, pp. 2-13.  
Handout from Herring, pp. 256-257, "Famous Letter of Simon Bolivar"
2. In-class reading and research in materials assembled in the classroom.

**READING MATERIALS:**

1. Cuba Under Castro, Headline Series #165, Foreign Policy Assn., New York, 1964.
2. Brazil: Crisis and Change, Headline Series #167, Foreign Policy Assn., 1964. (fair)
3. Great Decisions 1969, Foreign Policy Assn., Allyn and Bacon, Boston, 1969, pp. 61-73, "Cuba: The Castro Decade".



4. Herring, Mexico, pp. 375-390 Venezuela pp. 531-535 Argentina pp. 749-785  
Cuba pp. 414-425 Chile pp. 682-686 Brazil pp. 867-896
5. Alexander, pp. 118-167.
6. Tannenbaum, pp. 136-172.
7. Peterson, pp. 52-62.
8. Great Decisions 1968, Foreign Policy Assn., Allyn and Bacon, Boston  
"Brazil: Key to Latin American's Future" pp. 13-24.
9. Great Decisions 1967, For. Policy Assn. Allyn and Bacon, Boston  
"New Deal in Chile" pp. 59-70.
10. The Coming Explosion in Latin America, Clark, Gerard, David McKay Inc.,  
New York, 1962. (Communism vs Democracy)
11. Stavrianos, "Authoritarianism in the Colonial Period" pp. 430-431  
"Authoritarianism in the National Period" pp. 435-437  
"Latin-American Constitutions" pp. 438-442
12. "Brazil: The Testing Place" Time, April 21, 1967.
13. McCann, pp. 39-73.
14. Current History, Specials on L. A., June, 1969, January, 1969, Nov., 1967.  
Dec. 1966, January, 1966, Nov., 1966, Dec., 1965.
15. Latin American Civilization: Readings and Essays, Harold Bierck (ed.)  
Allyn and Bacon, Boston, 1967, pp. 134-144 "The Age of the Caudillos"
16. Readings in Latin American Civilization, Benjamin Kean (ed.)  
Houghton Mifflin, Boston, 1967, pp. 262-267, "Facundo: Barbarian Caudillo"  
pp. 460-466 and 478-499 on Chile.
17. Lieuwen, Edwin, Arms and Policies in Latin America, Praeger, New York,  
1961. Chapter 4.

#### Topic 9: Values of the Latin Americans

##### ASSIGNMENTS:

1. Read and take notes on the following handouts:  
Kramer and McNicol, segments of article pp. 388-402.  
Schurz, William, Latin America, Dutton and Co., New York, 1963, pp. 297-303.  
Welty, Paul, Man's Cultural Heritage, pp. 544-552.
2. Using these readings and class notes as source material, list basic values of the Latin American people considering their economic, social, political, cultural and historic tradition.

##### READING MATERIALS:

1. Argentina: The Divided Land, Thomas McCann, Van Nostrand Co., New York, 1966. pp. 96-113.

#### Topic 10: Comparison of the Latin American Values with Those of the USA and the USSR.

##### ASSIGNMENTS:

1. List factors that would determine what type of government would be most effective for a certain nation.

##### READING MATERIALS:

(None)

Topic 11: What type of Government Would be Best for a Developing Nation?

**ASSIGNMENT:**

1. Using the usual theme/essay format, in a 500-600 word essay build a "model of government" for a particular nation or a group of Latin American nations. Base your model government on class notes, class readings and assignment sources. Use as a guide the factors you suggested as significant in determining what type of government would be appropriate.
2. Attach to the essay your lists of 'basic characteristics' and notes on readings from at least 3 different sources.

**READING MATERIALS:**

(None)